

THE IMPORTANCE OF PEDAGOGICAL COMPETENCE IN THE FORMATION OF MILITARY PATRIOTISM IN PUPILS

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ABSTRACT

In this article analyses the importance of pedagogical competence in the formation of military patriotism in pupils. Since the teaching profession makes a number of specific requirements, among which professional competence and didactic culture are the main ones. In particular, on the basis of a special study, the criteria for increasing the effectiveness of military education and the stages of using information communication technologies in military education are determined before conscription.

Keywords: Pedagogy, teacher, psychology, profession, development, theory, military patriotism.

INTRODUCTION

The teaching profession belongs to the professions of the "man-man" type. This type of profession is determined by the following qualities of a person: consistently good health in the course of working with people, the need for communication, the ability to mentally put oneself in the place of another person, the ability to quickly understand the intentions, thoughts, mood of other people, the ability to quickly understand human relationships, the ability to do well remember, keep in mind the knowledge of the personal qualities of many and different people, etc. The teaching profession has a number of specific requirements, among which professional competence and didactic culture are the main ones.

Military education before conscription is a separate area of continuous education, which includes familiarizing the younger generation with accumulated and constantly improving knowledge, the formation of theoretical knowledge, practical skills and abilities for organizing military activities, patriotic education, as well as a system for training military specialists.

LITERARY REVIEW

In the Republic of Uzbekistan, military education before conscription is carried out in two stages.

1st stage - military education before conscription in institutions of secondary specialized and vocational education - in academic lyceums and professional colleges. Teenagers get acquainted with the basics of military knowledge - the organization and development of the military system of the Republic of Uzbekistan, the content of regulatory documents in this industry, the organization of military activities, are armed with theoretical and practical knowledge on drill, fire training, the organization of military operations.

2nd stage - military education in higher educational institutions - in the Academy of the Ministry of Defense, universities and institutes.

Educational psychology has accumulated a wealth of research material in the field of the psychology of pedagogical labor. P.P. Blonsky, L.S. Vygotsky, F.N. Gonobolin, V.A. Kan-Kalik, S. V. Kondratyev, V.A. Krutetsky, N.V. Kuzmina, Yu.N. Kuljutkin, N. D. Levitov, A.K. Markova, L.M. Mitina, A.V. Petrovsky, V.A. Slastenin, I.V. Strakhov, G.S. Sukhobskaya, A.I. Shcherbakov - this is not a complete list of researchers whose fundamental works can be consulted.

The foundation in the study of pedagogical abilities was laid in the works of S.L. Rubinstein and B.M. Teplova. Subsequently, their ideas were developed by other Russian researchers. So, N.V. Kuzmina revealed such abilities as pedagogical observation, pedagogical imagination, pedagogical tact, distribution of attention, organizational skills. F.N. Gonobolin lists and reveals the following abilities necessary for a teacher: the ability to understand the student; the ability to apply material is available; the ability to develop student interest; organizational skills; pedagogical tact; foreseeing the results of their work, etc. [1].

In the most generalized form, pedagogical abilities were presented by V.A. Krutetsky, who form a clear structure depending on the activities performed and the personal characteristics of the teacher himself [2].

F. Galton can be considered the founder of the psychology of abilities. He put forward the idea of heredity of talent. Galton tried to explain by the influence of heredity the differences between people (using the twin method for the first time for this purpose). F. Galton was convinced that the representatives of the social elite both biologically and intellectually superior to the representatives of the social lower classes, and women are much less talented and intelligent than men. J. Renzulli considered pedagogical ability not only as an exceptional phenomenon, but also as the potential available to every person.

B.M. Teplov paid special attention to the inclusion of three mandatory signs of abilities: abilities are understood as individual psychological characteristics that distinguish one person from another; abilities are not all individual characteristics at all, but only those that are related to the success of performing any activity or many types of activity; the concept of "ability" is not limited to those knowledge, skills or abilities that have already been developed by a given person. And two more provisions were defended by B.M. Teplov: "only anatomical and physiological features can be congenital; inclinations that underlie the development of abilities, the very same abilities are always the result of development ", abilities are " created "in activity. "The point," he writes, "is not that abilities are manifested in activity, but that they are created in this activity" [3].

In this regard, abilities are not limited to the individual's knowledge, skills, and abilities. They are found in the speed, depth and strength of mastering the methods and techniques of activity [4].

METHOD

The noted provisions formed the basis for all experimental studies of abilities - musical (B.M. Teplov), mathematical (V.A.Krutetskiy), visual (V.I.).

N. D. Levitov understood pedagogical abilities as a number of qualities related to various aspects of the teacher's personality, which are the conditions for the successful implementation of pedagogical activities. Namely:

- 1) the ability to transfer knowledge to children in a concise and interesting form;
- 2) the ability to understand pupils, based on observation;
- 3) independent and creative mindset;
- 4) resourcefulness or quick and accurate orientation;
- 5) organizational skills necessary both to ensure the system of work of the teacher himself and to create a good student team.

F.N. Gonobolin, carrying out his research under the direction of B.M. Teplova, divided the teacher's qualities into their own pedagogical abilities and properties that accompany them. In the structure of his own pedagogical abilities, he included:

- 1) the ability to make educational material accessible to pupils;
- 2) understanding by the teacher of the student;
- 3) creativity at work;
- 4) pedagogically strong-willed influence on children;
- 5) the ability to organize a children's team;
- 6) interest in children;
- 7) content and clarity of speech;
- 8) its imagery and persuasiveness;
- 9) pedagogical tact;
- 10) the ability to connect educational material with life;
- 11) observation;
- 12) pedagogical exactingness (psychological analysis of pedagogical abilities).

In general, it is possible to define abilities as individual, stable personality traits, consisting in specific sensitivity to the object, means, conditions of activity and finding (i.e. creating) the most productive ways to obtain the desired results in it.

In the most generalized form, pedagogical abilities were presented by V.A. Krutetsky, who gave them the corresponding general definitions [2]:

1) Didactic abilities - the ability to transfer educational material to pupils, making it accessible to children, to present them with a material or problem clearly and understandably, to arouse interest in the subject, - to arouse pupils' active independent thought. Professional skills also include the ability to organize the independent work of pupils, independent acquisition of knowledge, intelligently and subtly "orchestrate" the cognitive activity of pupils, direct it in the right direction.

2) Academic ability - ability in the relevant field of science (mathematics, physics, biology, literature, etc.). A capable teacher knows the subject not only within the scope of the curriculum, but much wider and deeper, constantly monitors discoveries in his science, is absolutely fluent in the material, shows great interest in it, conducts at least a very modest research work.

3) Perceptual abilities - the ability to penetrate into the inner world of a student, pupil, psychological observation, associated with a subtle understanding of the student's personality and his temporary mental states.

4) Speech abilities - the ability to clearly and clearly express your thoughts, feelings through speech, as well as facial expressions and pantomime.

5) Organizational abilities are, firstly, the ability to organize the student collective, unite it, inspire them to solve important problems and, secondly, the ability to properly organize their own work.

6) Authoritarian abilities - the ability of direct emotional and volitional influence on pupils and the ability on this basis to achieve their authority

7) Communication skills - the ability to communicate with children, the ability to find the right approach to pupils, establish relationships with them that are expedient from a pedagogical point of view, the presence of pedagogical tact.

8) Pedagogical imagination (or predictive abilities) is an ability that is expressed in anticipating the consequences of one's actions, in the educational design of the personality of pupils.

9) The ability to distribute attention simultaneously among several activities is of particular importance for the work of a teacher. A capable, experienced teacher closely monitors the content and form of the presentation of the material, the development of his thoughts (or the thoughts of a student), at the same time keeps all pupils in the field of attention, reacts sensitively to signs of fatigue, inattention, misunderstanding, notices all cases of discipline and Finally, he monitors his own behavior (posture, facial expressions and pantomime, gait).

CONCLUSION

At present, the concept of pedagogical abilities, developed by N.V. Kuzmina and her school, proves that the pedagogical system includes five structural elements: goals, educational information, means of communication, pupils and teachers, as well as five functional elements: research, design, constructive, communicative, organizational. The same elements are functional elements of individual pedagogical activity (gnostic, research, design, constructive, communicative, organizational), which makes it possible to speak of five large groups of common similar abilities that underlie them [5].

Thus, creative professions, which include teaching, require specific sensitivity to the methods of achieving the desired result most economically in terms of time and stress.

In accordance with our general definition of abilities, pedagogical abilities are individual stable personality traits, consisting in a specific sensitivity to the object, means, conditions of pedagogical work and the creation of productive models for the formation of the desired qualities in the personality of the student.

This definition of pedagogical abilities can be attributed to all teachers, regardless of the pedagogical system in which education is carried out on the subject that the teacher teaches, as well as on the type of work or professional activity he teaches.

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